DOCUMENT RESUME

ED 310 190 UD 026 908

TITLE	Teaching Life Skills in Context.
INSTITUTION	Public/Private Ventures, Philadelphia, PA.
PUB DATE	89
NOTE	17p.
AVAILABLE FROM	Public Private Ventures, 399 Market Street, Philadelphia, PA 19106-2178.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Adolescents; Cultural Pluralism; *Daily Living Skills; *Decision Making Skills; Demonstration Programs; *Disadvantaged Youth; *Dropout Prevention; *Early Parenthood; Employment Programs; High Risk Students; Intervention; Pregnant Students; Program Descriptions; Secondary Education; Sex Education; Sexuality
IDENTIFIERS	Job Training Partnership Act 1982; Partnerships

ABSTRACT

Statistics indicate that while half of America's teenagers are sexually active by age 18, many of these youth do not use contraception regularly and most delay doing so for more than a year. Of the nearly 500,000 teenage pregnancies resulting in birth annually, most of the mothers are unmarried and about half are under 18. This report argues that adolescent child-bearing and dropping out are known to be closely related phenomena with serious economic, social, and health repercussions for adolescent parents and their children, as well as implications for the national economy and work force. The National Research Council publication, "Risking the Future," urged enhancement of life options through life planning courses, especially for students most at risk for unintended pregnancy and birth. The Summer Training and Education Program (STEP) provides such courses. It is a model designed to address teen parenting issues in an employment and training context. Instruction in reading, mathematics, sexual development, and responsible social behavior are combined with summer work experience and critical support during the academic year. An important component of STEP is the Life Skills and Opportunities (LSO) curriculum, for which underlying values and rationale, participation information, and a table of contents are presented. A 23-item selected bibliography is appended to the report. (AF)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Public/Private Ventures

ED310190 PPV

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

N. Jaffe
Public/Private Ventures

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Teaching Life Skills in Context

UD 026 908

"Teenagers need a reason to believe that parenthood is inappropriate at this point in their lives."

National Research Council, Risking the Future: Adolescent Sexuality, Pregnancy and Childbearing, *1987*.

The Facts

1. ***About half of America's young people are sexually active by the age of 18 (44 percent of girls and 64 percent of boys).***

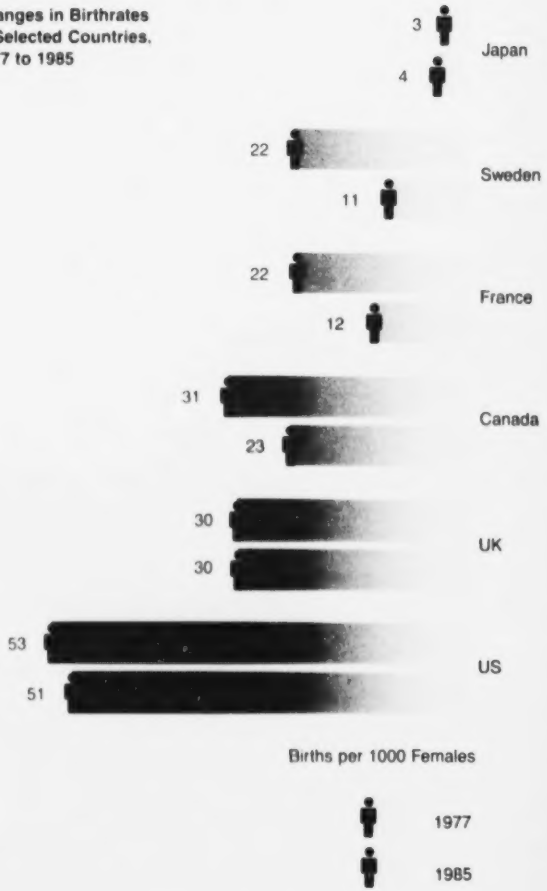
Some people find that statistic shocking—and some don't believe it. But it reflects the experience of youth in most of the world's developed countries today. Truly dismaying is the fact that rates of adolescent pregnancy, abortion and childbearing remain higher in the U.S. than in most western nations, despite a general decline in the birthrate since 1970.

"The most striking contrast is among the youngest teenagers: U.S. girls under age 15 are at least five times more likely to give birth than young adolescents in any other developed country for which data are available."[1]

2. ***More than a third of sexually active teenagers in the U.S. do not use contraception regularly, and most do not begin contracepting for more than a year after they become sexually active.***

Inevitably, the pregnancy rate among these youngsters is very high. One study found that half of the young people having unprotected sex became pregnant within two years; another found that half of first teen pregnancies occur within six months of an adolescent's first sexual encounter.

Changes in Birthrates in Selected Countries, 1977 to 1985



Source: Child Trends, 1988

[1] *Risking the Future: Adolescent Sexuality, Pregnancy and Childbearing*, National Research Council, 1987. See endnotes for a bibliography of sources in the teen parenting field.

3. ***Of the one million teenage girls who become pregnant during high school each year, nearly half give birth. Most of these mothers are unmarried and about half—approximately 250,000 a year—are not yet 18.***

Factors Associated with Pregnancy Risk
Boys and Girls Ages 12 to 17

	Percentage who have ever had sexual intercourse	Percentage of sexually active who seldom or never use contraception
Age		
12-13	7%	56%
14-15	25	59
16-17	51	30
Gender		
Boys	32	45
Girls	24	35
Economic Status Index		
Low	30	49
Medium	29	40
High	22	32
Living With		
Both parents	25	37
One parent	31	49
Mother's Father's Highest Education		
Not High School Graduate	32	46
High School Graduate	31	40
College Graduate	19	23
Grade Point Average in School		
A-B +	21	35
B-B -	25	35
C-F	37	51
Race		
Hispanic	27	55
Black	47	58
White	24	32

Source: Children's Defense Fund, 1988

"The best contraceptive is a real future."

Marian Wright Edelman, President, Children's Defense Fund, 1988.

As A Result

Most young mothers—and many fathers—drop out of high school and tend not to return. They have educational deficiencies and experience family responsibilities that greatly limit their life chances and increase the possibility of a future of unemployment and public assistance or low-paying, low-status jobs. They are apt to have unstable marriages or none at all, and to rear children who, in turn, are likely to be poor health, low in achievement and become teenage parents themselves.

• Only half of the teenage girls who give birth before they're 18 finish high school, in contrast to the young women who have children after age 18—only 4 percent of whom drop out.

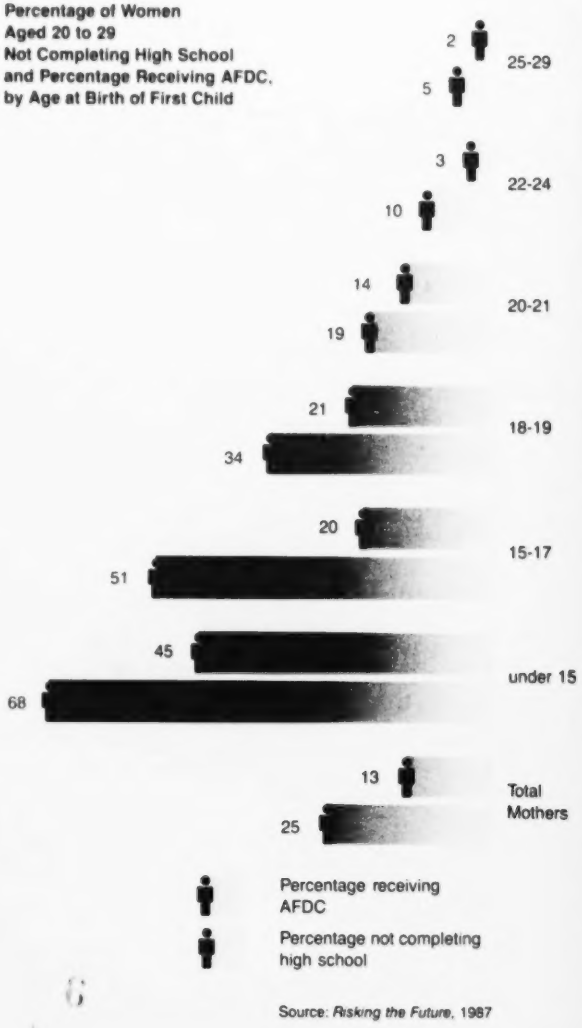
• Boys are at risk as well: 30 percent of teenage fathers drop out of school, compared with only 5 percent of those who do not become parents as teens.

• Teenage mothers earn about half the income of mothers who first give birth in their 20s; women who have their first baby as teenagers work in lower-status occupations, accumulate less work experience, receive lower hourly wages and earn less annually. The younger the mother at childbirth, the lower her annual family income.

• Nearly three quarters of welfare (AFDC) recipients under the age of 30 had their first child in their teens.

• Pregnant teenagers, particularly those 15 and under, face increased health risks—toxemia, anemia and birth complications; their babies are also at risk—of prematurity and low birth weight, which are factors associated with birth defects, disability, and other health problems that may continue through life.

Percentage of Women Aged 20 to 29 Not Completing High School and Percentage Receiving AFDC, by Age at Birth of First Child

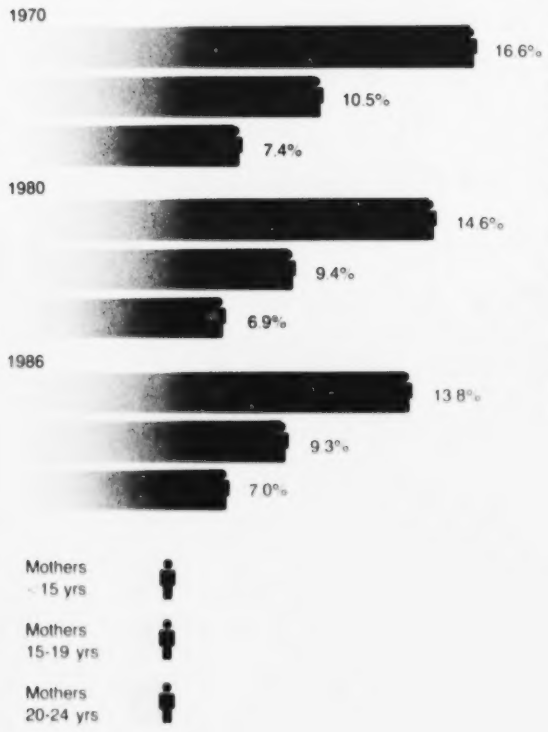


Source: *Risking the Future*, 1987

These facts have obvious and painful implications for the individuals represented by the statistics. But they also have implications for the nation's economy and its international competitive position, since they contribute to the declining productivity of the nation's work force.

As the proportion of young people in the total population shrinks, the proportion of young entrants to the labor market is shrinking even more rapidly. The very groups most at risk of the teen parenting dropping out long-term unemployment pattern are the same groups whose share of the young population is increasing fastest. Youth at highest risk of pregnancy are those who are also most at risk of long-term unemployment—minority youth from families of low economic status, living in one-parent households, having parents with less than a college education, doing poorly in school and not planning to continue education beyond high school. While we don't yet know which generates which, we do know that childbearing and dropping out are closely related and therefore call for related interventions.

Percentage of Babies Born with Low Birth Weight (under 5.8 Pounds) by Age of Mother



Source: Child Trends, 1988

What We Should Be Doing

Prevention of teenage pregnancy is becoming a major concern for the schools, alternative education providers, and employment and training programs. But, according to the National Research Council's report, the lack of comprehensive programming and careful evaluation have retarded progress. In the high schools, many sex education programs consist of 10 hours or fewer of training, focus on purely physical issues, and are generally part of other health or physical education courses. Only about one in five school districts lists reducing teenage pregnancies among its goals. Programs for dropouts are similarly lacking in education focused on the reduction of early childbearing.

We can no longer afford to restrict youth development strategies to addressing basic skills deficits, poor work attitudes, lack of employment skills, and ignorance of the opportunities and demands of the labor market. Developing knowledge about the relationship between responsible sexual behavior during the teenage years and the fulfillment of many of life's important goals has become imperative.

Conversely, sex education and pregnancy-prevention programs can no longer afford to ignore the interrelationship of their agendas and those of programs that address the broader needs of at-risk youth. Although the hierarchy of causal factors has not yet been established, it is clear that a teenager's values, goals and aspirations—the sense of what and who one is, wants to be and can be—have a great deal to do with whether or not he or she becomes a teenage parent.

Teenagers need a reason to believe that parenthood is inappropriate at this point in their lives. Accordingly, one important strategy for reducing early unplanned pregnancy is to enhance their life options, by encouraging them to establish career goals in addition to parenthood and by helping them understand the value of educational attainment and employability skills. (Risking the Future, *p.267)*

In its landmark report, the National Research Council's Panel on Adolescent Pregnancy and Childbearing reviewed all available statistics and current pregnancy-prevention programming, and recommended priorities for policies and programs. The panel declared that the first goal should be to reduce the rate and incidence of unintended pregnancy among adolescents, especially school-age teenagers.

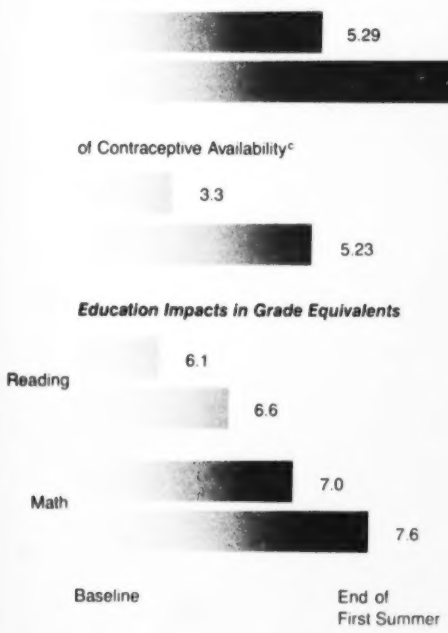
To reach that goal, the first strategy the NRC panel recommends is enhancement of life options through life planning courses, programs to improve school performance, employment programs and role models. It also recommends that:

Priority should be given to those for whom the consequences of an early unintended pregnancy and birth are likely to be most severe: young adolescents and those from the most socially and economically disadvantaged backgrounds. In many ways, those at highest risk are hardest to serve, yet they are also the groups that have been shown to benefit most. (Risking the Future, *p.263)*

The extensive work done by other major national organizations—including the Children's Defense Fund, the Council of State Policy and Planning Agencies and the Planned Parenthood Federation—also documents the importance of building competence, providing alternatives, emphasizing the role of young men and facilitating comprehensive programming.

Addressing Teen Parenting Issues in an Employment and Training Program: The Summer Training and Education Program (STEP)

Effects of STEP Participation on Key Outcomes[a]



[a]Net impacts are derived from analyses that control for baseline levels and other characteristics.
[b]Mean number of correct responses on a 12-item scale.
[c]Mean number of correct responses on an 8-item scale.

Source: Public/Private Ventures, 1988.

All the themes noted earlier are reflected in the programmatic strategies and target groups of the Summer Training and Education Program (STEP), a model designed by Public/Private Ventures in 1984 and tested in a national demonstration managed by P/PV over the past four years.

STEP, a 15-month program model, serves disadvantaged 14- and 15-year-olds, providing them with four integrated program components designed to enhance their life options: a life-planning course, remediation in reading and math, work experience, and school-year support that includes regular meetings with a mentor/advocate who is "making it" in college or the world of work.

STEP operates in conjunction with the Summer Youth Employment and Training Program (JTPA, Title II-B). Participants receive 80 hours of work experience, 90 hours of remediation and 18 hours of life-skills instruction during each of two summers; the school-year support component operates during the intervening school year.

Work experience is provided by part-time SYETP jobs, which primarily employ youth as aides in playgrounds, child-care centers, recreational programs and

offices. Classes occupy the summer mornings. The curriculum for math and reading remediation, *Practical Academics*, was developed by P/PV and includes week-long modules that teach basic skills in contexts relevant to the students. The *Life Skills and Opportunities* curriculum was also developed specifically for STEP; it emphasizes personal decision-making and encourages awareness of the importance of making conscious life choices. STEP's fourth component, school-year support, offers youth regular meetings with mentors/counselors, who refer them to needed services, offer or arrange tutoring, monitor their school attendance and encourage them to maintain progress made in the first summer, remain in school and return for a second round of STEP.

By combining instruction in reading, math, sexual development and responsible social behavior with work experience during the summer months and providing critical support during the academic year, STEP seeks to improve disadvantaged youth's basic academic skills, help them reduce summer learning losses, encourage them to remain in school and reduce the incidence of teenage pregnancy, a major contributor to dropping out. STEP's long-term goals are increased school attendance, reduced teenage parenting rates, higher graduation rates and better employment prospects after graduation. An additional aim is more creative use of the federally funded Summer Youth Employment and Training Program (SYETP), which enrolls large numbers of potential dropouts and teen parents but has only recently begun to focus on addressing their academic and life skills deficiencies.

STEP Participants:
Summary of Characteristics

Male	47%
Female	53%
Asian	18%
Black	50%
Hispanic	18%
White	11%
Other	3%
Percentage from female headed households	49%
Mean Grade of Enrollment	8.3
Mean MAT Reading Score (grade equivalent)	6.1
Mean MAT Math Score (grade equivalent)	7.0
Percentage who are sexually active	44%
Percentage of recently sexually active who never used contraception in past two months	34%
Mean age at onset of sexual activity	12.2 yrs

Source: Public Private Ventures, 1988

STEP has been tested in a national demonstration whose four years of operation in five cities concluded in August 1988; follow-up research on STEP's longer-term effects for 2,400 treatment youth and 2,400 randomly assigned control youth (who had full-time summer jobs only) will continue through 1992. Replication of the STEP model began in 11 sites in the summer of 1988; 39 additional sites will institute the program in the summer of 1989.

The multicomponent model's short-term effects are positive—demonstrating that for relatively modest cost, STEP can significantly boost youth's academic competence. Control youth's math and reading scores slip dramatically during the two-month summer vacation, while STEP youth not only stop losing ground but show gains in both reading and math. Continuing research will measure whether STEP affects graduation rates, years of school completed and early labor market experiences.

STEP's Life Skills and Opportunities (LSO) Component

Research is also being conducted to assess STEP's impact on pregnancy and parenting rates among the treatment and control groups, and to begin disentangling the elements of the "chicken and egg" question: Does teenage pregnancy precipitate or result from school failure and restricted life options?

In the short term, STEP youth show increased knowledge of birth control and the consequences of teenage parenting, but LSO's impact on contraceptive use by those who are sexually active is not clear. It *is* clear, however, that LSO instruction has *not* increased the likelihood of participants initiating sexual activity. In these respects, STEP results to date echo those of research on other comprehensive programs, but they show more promise than do single-purpose interventions.

The interrelated components of STEP pursue three strategies: enhancing life options, delaying the initiation of sexual activity, and encouraging contraceptive use by sexually active teenagers. In stressing the importance of responsible social and sexual at-

titudes and behavior, the LSO curriculum ties together aspects of the work, remediation and school-year activities participants are involved in—and stresses the ways in which all four activities depend on each other for success.

The Curriculum

LSO's goal is to help young men and women take responsibility for their futures by learning to make informed choices about their own social and sexual behavior. LSO is therefore designed to help teens become more aware of their educational and vocational goals and their expectations for the future so they will be motivated to delay parenthood until they achieve those goals.

The LSO curriculum is an 18-hour package of a dozen 90-minute segments that integrate teens' preparation for future employment with planning for their future families. It focuses on two important issues that young adolescents must consider: preparing for the world of work and avoiding unintended pregnancy. Because they are so closely linked in the lives of young people, these two areas of adolescent development are addressed simultaneously.

The curriculum gives youth information and, even more important for effecting behavior change, the opportunity to develop and practice skills needed to take responsibility for one's own future. LSO builds such skills as assertiveness, decision-making, communication, and goal-setting, while helping youth recognize and reject stereotypes. This is accomplished in the context of the following topics: sexuality (for example, facts about reproduction, prevention of pregnancy and sexually transmitted diseases); the responsibilities of parenthood; employers' expectations; setting career goals and making plans to meet them. In the course of identifying community resources available to help young people meet their goals, one session is devoted to visiting a comprehensive health facility that serves adolescents. The objectives of each session are described at the end of this booklet.

Underlying Values

The LSO curriculum is not value-free. It reflects what we believe are the values supported by the majority of Americans—values that young people must be clear about in order to make good life decisions. Implicit in the curriculum are the following principles:

- The worth and dignity of all individuals should be respected; diversity should be celebrated.
- Exploiting others, or using pressure or physical force to make them behave against their will or values, is wrong.
- Adolescents themselves are responsible for their behavior and its consequences.
- Open communication about sexuality as well as other aspects of relating is an important part of moving toward maturity.

- Adolescents should have access to accurate information about all aspects of sexuality.
- Parents have the prime responsibility for their children's sexuality education, with schools and other community resources functioning as the parents' partners in this effort.
- Sexual feelings are natural and normal for teenagers, though they should not necessarily be acted upon.
- Teenagers should postpone becoming parents until they are adults.

Reaching the Target Group

The LSO curriculum was designed specifically for STEP's target population: low-income 14- and 15-year-olds who are having difficulty in school, who are members of a wide variety of racial and ethnic groups, and nearly half of whom are already sexually active.

As a result, information is presented in a format and language designed specifically to actively involve these teenagers in discovering and considering issues central to their lives. Lectures are few and brief, and allow immediate exchanges between the teacher and the students. Discussions are the rule, either involving the whole class or groups of six or fewer students, to be sure that everyone is able to participate. Brainstorming is encouraged: the leader poses a problem, participants suggest solutions, and the group evaluates the alternatives and picks those it considers most realistic or useful. A similar scenario is followed in small group activities, which consist of participatory exercises that directly involve students in a learning experience. Games, role-playing, audiovisual materials and guest speakers are all employed to make the issues clearer and more vivid.

Clearly, leading LSO classes effectively requires teachers with not only special characteristics but also a close acquaintance with the objectives of the curriculum. The teachers' manual that introduces the curriculum spells out in detail the criteria for a good leader, describes the small group process, discusses group dynamics that teachers will be expected to understand and handle constructively, and suggests ways of facilitating the formation of mutually supportive groups, handling behavior problems, setting up the program and being sensitive to ethnic differences among students. Preparation and training of LSO teachers is greatly facilitated by a series of videotapes available to new LSO programs.

Linking Primary Pregnancy Prevention, Education, and Employment and Training

Among the lessons STEP has taught is that teen parenting issues can be successfully addressed in the context of employment and training and education initiatives. Traditionally, these services have been offered separately and discretely to young people. Teen parenting and sex education programs often take place in a vacuum, unconnected to other issues that youngsters must face. And education and job training efforts have all too often ignored the social, emotional and physical developments youngsters are experiencing.

Thus, STEP and the LSO curriculum offer important lessons to policymakers and practitioners. P/PV's research suggests that LSO helps STEP youngsters increase their knowledge about sex and contraception without increasing their initiation of sexual activity. At the same time, these youth gain academically, acquire work experience and earnings, and increase their feelings of competence and possibility in facing the future.

This success shows clear promise for other job training programs, and reinforces findings from other research that youth-serving programs are most successful when they address many needs together. Many existing job training and education alternatives for youth may well be enhanced by the incorporation of LSO or a similar curriculum. And just as employment and education programs can usefully add life-planning and sex education services, social service programs can be enhanced by connecting youngsters to the workplace and improving their academic skills.

P/PV will be working to assist existing programs wishing to enrich their service mix through adoption of the LSO curriculum. The curriculum, other materials and training sessions will be offered to programs selected on a competitive basis. For further information, contact:

LSO Coordinator
Public/Private Ventures
399 Market Street
Philadelphia, PA 19106
215/592-9099

Life Skills and Opportunities Curriculum
Table of Contents

Introduction
- Rationale for Life Skills and Opportunities
- Program Goals and Objectives
- Program Structure and Format

Guidelines for Program Implementation
- Criteria for a Good Leader
- Understanding Small Group Process
- Facilitating Groups Effectively
- Setting the Stage
- Ethnic Awareness

Curriculum Outline

Session I: Introduction to Life Skills and Opportunities
- Find Someone Who *OR* ID Cards *OR* Self-Esteem Name Game
- Working in Groups Video: "In Due Time" *OR* Sexuality Redefined
- Conclusion

Session II: Assertiveness
- Self-Esteem Star
- Are You Assertive?
- Video: Assertiveness *OR* How to be Assertive
- Conclusion

Session III: Decision-Making and Communication
- Introduction to Decision-Making
- Decision-Making: Being Clear With Your Peers
- Communicating Assertively
- Conclusion

Session IV: Goals and Stereotypes
- Introduction to Stereotypes and Goals
- Values Voting *OR* Advantages Disadvantages
- Job Choices, Salaries and Budgets
- Conclusion

Session V: Relationships
- Relationship Activity *OR* Turn-Ons, Turn-Offs
- Dating Decisions *OR* Sex Role Case Studies *OR* Video: "If You Want to Dance"
- Conclusion

Session VI: Sexuality—The Facts
- Introduction: Facts About Sexuality
- Myth Information Game
- Pregnancy Game
- Conception: How Does It Happen? *OR* Lecture: Sexuality Facts
- Conclusion

Session VII: Making Decisions About Sex
- Introduction to Sexual Decision-Making
- Have You Weighed Your Options? *OR* A Love Story
- Practice Role Plays *OR* Video: Sexual Decision-Making *OR* Letters to Abigail
- Conclusion

Session VIII: Risks Related to Having Sex
- Introduction
- Video: Parenting *OR* Wanted: Good Parents
- STD Handshake
- Video: STD Facts *OR* Fact Feeling Spinner
- Conclusion

Session IX: AIDS: Fighting Fear With Facts
- Video: AIDS *OR* Condom Comfort *OR* Educate A Friend
- Bringing Up Contraception
- Conclusion

Session X: Contraception
- Lecture: Birth Control Methods *OR* Contraceptive Grab Bag *OR* Video: Contraception
- Contraceptive Decision-Making
- Conclusion

Recommended Follow-Up Activity: Field Trip to Clinic

Session XI: Looking at Your Future
- Guided Fantasy *OR* Picture My Future
- Goals: Getting There
- Conclusion

Session XII: Preparing for the World of Work
- On The Job: What Would You Do If
- Communication Skills At Home and At Work
- Video: "No Time Soon"
- Closure Evaluation
- Conclusion

Optional Sessions:
- Understanding Each Other
- Risks Related to Substance Abuse

Selected Bibliography

Chamie, M., S. Eisman, J.D. Forrest, M. Orr, and A. Torres. "Factors Affecting Adolescents' Use of Family Planning Clinics." *Family Planning Perspectives*, (May/June): 126-139, 1982.

Children's Defense Fund. *What About the Boys? Teenage Pregnancy Prevention Strategies.* Washington, D.C.: The Adolescent Pregnancy Prevention Clearinghouse, July 1988.

_____. *Teenage Pregnancy: An Advocate's Guide to the Numbers.* Washington, D.C.: January/March, 1988.

_____. *Adolescent Pregnancy: An Anatomy of A Social problem in Search of Comprehensive Solutions.* Washington, D.C.: The Adolescent Pregnancy Prevention Clearinghouse, January 1987.

_____. *Preventing Adolescent Pregnancy: What Schools Can Do.* Washington, D.C.: The Adolescent Pregnancy Prevention Clearinghouse, 1986.

_____. *Preventing Children Having Children.* A Special Conference Report. Washington, D.C.: Children's Defense Fund, 1985.

Dryfoos, J.G. *Review of Interventions in the Field of Prevention of Adolescent Pregnancy.* Preliminary report to the Rockefeller Foundation, New York, 1983.

_____. "A Time for New Thinking About Teenage Pregnancy." *American Journal of Public Health.* 75(1), 1984.

Foster, Susan E. *Preventing Teenage Pregnancy: A Public Policy Guide.* Washington, D.C.: Council of State Policy & Planning Agencies, 1986.

Furstenberg, F.F., Jr. and J. Brooks-Gunn. "Adolescent Fertility: Causes, Consequences and Remedies." In L. Aiken and D. Mechanic, eds., *Application of Social Science to Clinical Medicine and Health Policy.* New Brunswick, N.J.: Rutgers University Press, 1985.

Furstenberg, F.F.,Jr., K.A. Moore and J.L. Peterson. "Sex Education and Sexual Experience among Adolescents." *American Journal of Public Health.* 75(11), 1985.

Hayes, Cheryl D., ed. *Risking The Future: Adolescent Sexuality, Pregnancy and Childbearing.* Vol. I. National Research Council. Washington, D.C.: National Academy Press, 1987.

Hofferth, S.L. *Effects of Number and Timing of Births on Family Well-Being Over the Life Cycle.* Final Report to National Institute of Child Health and Human Development. Contract #NO1-HD-82850. Washington, D.C.: Urban Institute, 1981.

Kenney, Asta M. "Teen Pregnancy: An Issue for Schools." *Phi Delta Kappan*, June 1987.

Kisker, E. "Clinic Effectiveness in Serving Adolescents." *Family Planning Perspectives.* 17(2).

McAnarney, E. R., and C. Schreider. *Identifying Social and Psychological Antecedents of Adolescent Pregnancy: The Contribution of Research to Concepts of Prevention.* New York: William T. Grant Foundation, 1984.

Moore, Kristin A. and Martha R. Burt. *Private Crisis, Public Cost: Policy Perspectives on Teenage Childbearing.* Washington, D.C.: The Urban Institute Press, 1982.

Norman, J. and M. Harris. *The Private Life of the American Teenager.* New York: Rawson Wade, 1981.

Rutter, M. "School Effects on Pupil Progress: Research Findings and Policy Implications." *Child Development* 54(1):1-29, 1983.

Sipe, Cynthia L., J. B. Grossman and J.A. Milliner. *Summer Training and Education Program (STEP): Report on the 1987 Summer Experience.* Philadelphia: Public/Private Ventures, 1988.

Sonnenstein, F. and K. Pittman. "Sex Education in Public Schools: A Look at the Big U.S. Cities." Paper presented to the annual meeting of the National Council on Family Relations, Washington, D.C., 1982.

Zelnik, M. and Y.J. Kim. "Sex Education and its Association with Teenage Sexual Activity, Pregnancy and Contraceptive Use." *Family Planning Perspectives* 14(May/June), 1982.

Zelnik, M., M.A. Koenig and Y.J. Kim. "Source of Prescription Contraceptives and Subsequent Pregnancy Among Women." *Family Planning Perspectives* 16(January/February), 1984.

Front cover photograph taken on the grounds (headquarters) of the San Francisco Conservation Corps by Terry Lorrant.

LSO

Life Skills and **Opportunities**

1989

17